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ABSTRACT

This student guide is designed to lead students into self-evaluation and analysis and to enlighten them to the many career choices open to them in the 21st century. The concepts of gender, sex bias, gender equity, and sex stereotyping are introduced first. Discussed next are the following aspects of career choice: the relationship between course selection and career choice, the different people who try to influence students' choices, and unconscious influences on students' choices (role models, past experiences, and peers). The role of chance and luck in job and career success and the differences between the concepts of job and career are examined. In the section on job considerations, students are given guidelines and checklists for determining what makes them happy and what makes a good job. Lists of nontraditional, changing, and emerging occupations and a 37-item self-quiz designed to help students determined whether they are traditional or nontraditional individuals are also provided. The concluding section lists a few of the many occupations related to the various vocational education course areas and mentions various sources of information on post-high school career options for vocational education students. (MN)

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Equity Report 104

Student's Guide to Bias-Free Career Planning: Opening All Options

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1993

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FORWARD

One of the most difficult challenges for teachers, parents and counselors in today's complex world is to adequately teach, advise, direct and council you the student in a manner that will help you make constructive choices for your future life. Our world is becoming increasingly global; our American society is becoming increasingly diverse. The very complexity and diversity of our society brings with it confusion, even for those leaders, parents, and mentors who are dedicated to giving you help and direction. While working as a student, you are faced with a myriad of decisions that must be clearly addressed and consciously made. We can't afford to simply "drift" our future. We must be encouraged to choose paths that will lead us to successful and self-fulfilling lives.

While the complexity of our world adds confusion, it also opens up options that were previously not available or not acceptable. In the area of career planning, the choices open to you has increased immeasurably over the past ten years, and continues to broaden. It is vital that you develop an awareness of the options open to you and your friends and help each other to choose those career paths that will give you personal satisfaction.

This booklet, *Student's Guide to Career Planning*, is designed to lead students into self-evaluation and analysis and to enlighten you to the many choices offered for careers in the 21st century. It is not, nor could it be, all inclusive. Hopefully it will serve as a starting point to encourage you to think, to question, to ask, to seek, and ultimately to find appropriate choices that will lead to productive, rewarding personal choices.

- Pat Weeks Stovall

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Student's Guide to Bias-Free Career Planning

by Dr. Jessie L. Teddlie and Pat Weeks Stovall

I. INTRODUCTION

Are you PINK? Are you BLUE?

WHO are YOU? -- and WHY does it matter?

One of the first things you learn when you are very young is whether you are a BOY or a GIRL. This early teaching that you receive falls into the same innocent category as learning who is "mamma" and who is "daddy", and the location of your eyes, nose, mouth, ears, feet and hands. There is nothing wrong with knowing your own *gender*. But, as you get older, if this knowledge becomes a basis for *sex bias* or *stereotyping*, then it limits your ability to really understand who you are, and might blocks you from being open to all options about the BEST career choice--the one that is especially right for YOU.

Gender: The concept of whether a person or animal is male or female.

Sex Bias: Behaviors and attitudes that imply that one sex is better than the other.

Sometimes boys and girls are taught differently--to have different goals and values based on their gender usually unknowingly by adults and the media.

Have you ever noticed that often times boys are given toys and games which teach and encourage them to be brave, tough, competitive, strong, assertive, while girls are given toys and games which teach them to be caring, protective, tender, feeling and sharing?

For example:

Boy's Toys/Games	**Girl's Toys/Games**
Soldiers/Cowboys	Dolls/Dishes
Doctor Kits	Nurse Kits
Trucks	Baby Buggies
Guns/Weapons	Crayons/Paints
Baseball/Football	Jump Rope/Jacks
Chemistry Sets	Cooking Sets
Boots/Hats/Tools	Jewelry/Cosmetics
Adventure Stories	Fairy Tales

Does this mean that young men do not want or need to learn to cook and that girls should not like to play with trucks? Maybe not intentionally, but these toys and games tend to direct young people into *stereotyped* ideas of what is appropriate for their gender.

Gender Equity: The existence of conditions that gives boys and girls, women, and men the same opportunities and choices to advance themselves in education, training, and careers.

Think about the **lessons** that these toys and games teach. Is it possible that they teach men to take charge, to make the rules, to take risks, to pursue goals to control, and to score? Do girls get the message that they are expected to follow the rules, to work cooperatively, to be obedient, to do what she's asked, to be taken care of, to hurt no one's feelings? Are these lessons helpful in developing *gender equity*?

Stereotype: An oversimplified generalization about a particular group of people.

If we hope to establish gender equity, the goals and values that are taught should be the same for both boys and girls, allowing both genders to OPEN ALL OPTIONS for future careers and lifestyles.

NOW--Let's talk about WHO you are and WHY it matters!

It is not always easy to determine WHO you are. But unless you do a good job of knowing yourself, determining your own strengths and weaknesses, likes and dislikes, you are not able to make good **CHOICES** in life. You are not able to **OPEN ALL OPTIONS** for your future career.

Futures can be planned; if they are NOT planned, they simply occur! Knowing yourself--**WHO** you are, **WHAT** you like, **WHY** you are **happy**, why you are **not--empowers** you to plan your own future.

Everyone must "make a living." How you choose to make a living is a major factor in your future happiness and fulfillment, not only at work, but in other roles you will play as adults.

BE CAREFUL!!!!

It is easy to trap yourself into stereotyped ideas about what jobs or careers you should or should not enter based on your gender. Remember **YOU** have the **CHOICE**. It is **YOUR** responsibility.

Whatever you choose to do, you will be doing a lot for a long time.

THINK ABOUT IT:

WORK lasts for:

* 34 years

* 50 weeks per year

* 5 days a week (at least)

* 8 hours a day (or more!)

II. CHOICES -- Let's Talk About It

Take a few minutes and answer these questions:

** How and why did you choose to take the classes you are now taking?

** What clubs, organizations, activities are you involved in?

** Do these classes or activities have anything to do with your future--immediate or distant?

** Are your classes and activities helpful for your future job or career?

Do you really MAKE CHOICES; or do you just let things happen? Do you take certain classes in school with the knowledge that those classes or subjects will help prepare you for a future job or career? Do you CHOOSE classes that you really have a personal interest in learning about?

The choices you make while classes are FREE can be a solid preparation. Learn NOW--while it is FREE--or PAY at College to REPEAT!! or lose options that could have been rewarding.

Academic Courses Needed
and THIS is just the BEGINNING!

Doctor/Nurse: Science/Speech/English

Lawyer: Advanced Math/English/Speech/Government/Civics

Truck Driver: Advanced Math/Computer Science/Mechanics

Business Management: Advanced Math/Computer Science/ English/Psychology

Physical Therapy: Advanced Math/Advanced Sciences/Speech

Mechanic: Advanced Math/Computer Skills/Physics

Social Worker: Sciences/Computer Skills/English/ Psychology

Carpenter: Advanced Math/Computer Skills

Gardener/Landscapers: Advanced Math/Advanced Sciences/ Design & Art

Journalist: English/Computer Science/Speech

Teacher/Professor: English/Math/History/Computer Science/Psychology/Civics/Speech

Choosing classes and activities are influenced by many things. THINK about the influences on your own choices. Do they include:

** TEACHERS?

** COUNSELORS?

** PARENTS?

** OTHER RELATIVES?

** FRIENDS?

** ADULTS YOU ADMIRE?

** ADULTS YOU DO NOT ADMIRE?

** PAST EXPERIENCES?

** PEERS YOU KNOW WELL?

** PEERS YOU DON'T KNOW WELL, BUT WOULD LIKE TO?

** CHANCE OR LUCK?

HOW DO THESE INFLUENCES EFFECT THE CHOICES YOU MAKE?

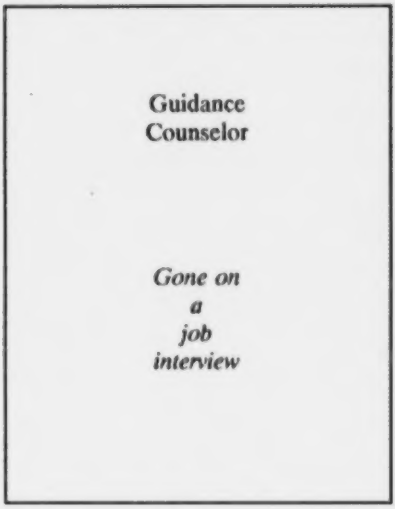
Do you really MAKE CHOICES?

or -- do you just let things happen?

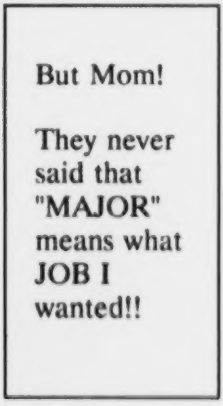
People Who Try to Influence Your Choices

Teachers and Counselors

These professionals want to help students make good good choices. They have special training that enables them to help YOU. Your responsibility is to ASK the counselors and teachers for help; to seek their advice when you have questions. They are a valuable source of vital information to you. The best choices are made when you have all possible information, and remember, YOU have the final responsibility for good choices.



Parents and Relatives



Parents and relatives that give students advice usually are well-meaning and truly want to help you become a happy, self-satisfied adult. Most of them hope you can avoid some of the difficult and unhappy times they have experienced. If these adults are happy with their lives they may encourage you to follow what they have done in life; if they are unhappy, they may discourage you from copying their lives. While their advice is meant to be helpful, YOU have the ultimate responsibility of choosing what's RIGHT FOR YOU. Listen to the advice offered and try to understand the lessons it teaches you. Then apply the suggestions to yourself and keep what is helpful.

Discuss your ideas about your future with parents and relatives. Often times you will give them some insights they haven't thought of. . .and provide them with a new avenue to help you explore.

Friends

Many of your friends genuinely want to help you succeed. . .to help you be happy. This type of friend listens to you, shares thoughts and feelings with you, offers suggestions and takes suggestions and ideas from you. These friends understand your strong and weak points, and you understand theirs. You are EQUALS who have a special relationship. These friends are valuable assets to each other as they explore options for their individual futures. Do you have a good friend like this?

Other "friends" may try to influence you for selfish reasons. Perhaps they want something from you. Perhaps they feel better about themselves when they can control someone else. This kind of friend may make fun of your ideas; or they may be bossy; or they may do whatever you tell them to do. These are not true friends; these are people who "use" the idea of friendship. They are not able to analyze themselves in order to become complete and happy people. BE CAREFUL! **Think** about your friends and whether they are constructive for you. Also, think about what kind of friend you are to others.

What about those who influence you

WITHOUT trying?

Adults You Admire, or NOT!

We all have people that we admire. Maybe it is because of the way they treat us, the way they look, the way they act, or the way we feel when we are around them. Often we try to copy the positive traits we see in others that we admire, without being aware that we are doing it. Most of us also have people we DO NOT admire. They embarrass us or make us feel uneasy when we are around them. We usually try to avoid being like these people, and we are aware that we do not want to copy their attitude, behavior, or personalities. Think about people you know that are in one of these two categories.

Past Experiences

Almost all your experience compares to a job you could do for pay. Let's take a look at some examples.

EXPERIENCE	POSSIBLE JOB/CAREER
Babysitting	child care provider, teacher's aide
Feeding your family	cook, chef, waitress, dietitian
Balancing your checkbook	bookkeeper, accountant, banker
Gardening	landscape designer, groundskeeper
Building shelves	carpenter, construction worker
Changing oil in the car	service station attendant
Fixing broken things	engineer, mechanic, technician
Playing computer games	data processor

Other experiences may have a "transferable skill"--an ability that, with training, can be used in another way. The ability to sew clothes from a pattern or do needlework can transfer to the ability to read blueprints. The ability to lift children or grocery bags can transfer to doing physical labor in the skilled trades. Take a few minutes to think about YOUR experience, what you already know how to do.

Peers you know well

PEERS are people who have equal or matching standing with you in such things as rank (student), age (teens) or interests. Some peers are also your friends, those that you socialize with. Others may not be considered friends, but you see them often at school, church, or in the neighborhood.

Perhaps you have peers who are involved in an activity with you such as basketball or band or drill team. You know them well enough to be aware of their successes and failures. If you admire these people, you will try to copy some of the things they do. That's okay. It's another way we learn and mature. If you don't like them, you will avoid the ways they manage their lives. That's okay too, but make sure you do not eliminate some

constructive ideas because of jealousy or because of influence from "friends" who don't share your common interests with these other peers.

Peers you don't know well, but would like to know

Most of us see people in our own peer group that we really admire and would like to know better. Perhaps they seem really popular, or the teachers like them, or they make the best grades or score the most points in basketball or hit home runs in baseball. Maybe they just always seem happy. For whatever reason, we would like to become their friend. These people often influence us and we try to be more like they are, hoping that they will notice us. . . or hoping that WE will be as. . .

happy/popular/smart/athletic...as they are.

Again, BE CAREFUL! Sometimes the outstanding characteristics we are drawn to in these peers are not as constructive, as good, as we think they are.

If these outstanding peers are truly happy, they have made good CHOICES for themselves. YOU can do the same. . . and become one of those outstanding peers who KNOWS himself or herself. YOU must make the best CHOICES for YOU. Don't be blindly influenced by your **illusions** of other people.

III. CHANCE or LUCK -- Job and Career

Do you know someone who is successful because they are just LUCKY? Sometimes luck or chance does make a difference in a person's life (Winning the lottery would certainly be lucky!) But you should not leave your future to chance or luck! However, you can help luck along! People who are "lucky" usually have at least some of the following ...

LUCKY DOZEN CHARACTERISTICS

1) Keep an open mind.

2) Stay busy with constructive activities.

3) Always try to do their best in whatever they are involved.

4) Develop a wide circle of acquaintances.

5) Have a positive attitude.

6) Are pleasant people.

7) Try not to criticize, make excuses, or whine.

8) Are willing to learn new things.

9) Are receptive to the views of others.

10) THINK before they speak.

11) Constantly learn new things by reading, watching television, going new places, listening to others.

12) Actively look for "lucky" opportunities.

Many times, "luck" happens because you are in the right place at the right time. Try to OPEN ALL OPTIONS for luck to find you.

Become a person who does what "lucky" people do. Consider the ***LUCKY DOZEN CHARACTERISTICS*** on this page. How many of them do you practice?

If you think about it, you can come up with ways to develop some of the LUCKY DOZEN CHARACTERISTICS. Here are some suggestions that may help you develop the last two.

Suggestions for Lucky Characteristic #11

* Read some section of the newspaper at least three times a week--try the sports, neighborhood section, events, classified, headlines.

* Read at least two magazines a month. Check the library for those that interest you.

* Read SOMETHING out of the encyclopedia EVERY WEEK. Pick volumes at random. Record tidbits of information and over a period of time make up a trivia game from what you learn.

* Read paperback books--on any subject that appeals to you. (Yes, even fiction like Stephen King!)

* Watch at least 3 "educational" TV shows a week--like *Nova* or *Wings*, or something on the Discover Channel.

* Watch the news--watch CNN--watch PBS--at least three hours per week.

* Go to any art museum, art show, exhibition, manufacturing tour, fair, concert, sports museum, history museum, wax museum that is available. Check the papers each week to see what's FREE.

* If someone mentions something you know nothing about (adult or peer) ASK them questions and get them to tell you all they know.

Suggestions for Lucky Characteristic #12

* Offer to assist in a task that is not really part of your job.
* Volunteer to help a teacher with extra-curricula activities.
* Volunteer to work at the church, the community center, the retirement home in your area.
* Always ask for extra-credit assignments in your classes that offer them.
* Check with local organizations such as Boy Scouts/Girl Scouts, day care centers, libraries, to see if they need weekend volunteers.
* Develop a list of tasks/jobs you can do around your neighborhood during the summer for extra money and for experience.
* Distribute flyers listing what you are able and willing to do.

Who and What are Major Influences?

Now that you've decided WHO and WHAT influences you, let's find out WHO you are and WHAT you want to do for a job or career.

First, WHAT'S THE DIFFERENCE between a JOB and a CAREER?

JOB: A piece of work done by agreement for pay.

CAREER: A lifework, profession, occupation. One's advancement or achievement in a particular vocation.

During your lifetime, you will have BOTH--a JOB and a CAREER.

Let's take a look at what these two things mean and how a job can help give you experience toward your career.

For Example: Christopher and Shanna both have jobs even though they are still in school. Both students have thought about their future careers. Someday, Christopher wants to be a restaurant manager and Shanna wants to be an airplane pilot. Today they both work at McDonalds. Do their present jobs help to prepare them for their future careers?

In Christopher's case, the answer is YES. He is learning about the foods industry from the beginning, a valuable experience for someone why wants to enter restaurant management.

What about Shanna? The answer with her is both YES and NO. The foods industry does not lead to a career as a pilot. It has nothing to do with learning how to fly a plane. However, she IS learning to work with people and to deal with the public. These "people skills" will be an asset in her future career.

Now that you know the difference between a JOB and a CAREER, let's go back to the question of WHO YOU ARE.

WHAT MAKES YOU HAPPY?

Dr. A. H. Maslow, a prominent psychiatrist, studied human needs and found that every person has a desire to become a **complete person,** happy and satisfied with life. He states that before people can become **complete**, there are certain needs that must be met and that these needs have a special order of importance. The most basic, or bottom needs, must be fulfilled before the next need can be considered. When all the levels are satisfied, the person becomes **complete**--happy and satisfied with life. Let's look at these levels.

MASLOW LEVELS	
ORDER OF NEED	WHAT IT COVERS
5. SELF-ACTUALIZATION	Expressing oneself, being creative, accomplishments, responsibility, recognition
4. SELF-ESTEEM	liking oneself, prestige, status, recognition
3. LOVE	companionship, affection, family, friends
2. SAFETY	avoiding danger, housing, protection, shelter
1. PHYSIOLOGICAL	hunger, thirst, health, physical comfort

When we are babies and toddlers, we depend on our parents to satisfy the two bottom levels. As we get older we begin to assume responsibility for satisfying these two levels. We become able to tell people when we are hungry or thirsty; we learn to be careful and avoid danger on our own.

As we mature further, we climb the levels. We expand the love we receive and give from our parents and family to include friends. We begin to develop self-esteem through simple accomplishments at first, like tying our shoe laces or learning our alphabet. Our self-esteem grows as our accomplishments become more challenging and our responsibilities become more adult.

We never lose the need for the more basic needs to be fulfilled. As we get older, if our lower level needs continue to be met, we begin to work on the highest level, self-actualization.

So ... What does this have to do with **CAREER CHOICES?**
Which levels have to do with **CAREER? ALL OF THEM DO!**

Just as the **CHOICES** you make influence the fulfillment of the levels of need, the **CHOICES** you make about your future career greatly influence **HOW** and **IN WHAT MANNER** these needs are met.

THINK ABOUT IT . . .

Your career will strongly influence what you eat, where you live, who your friends are, what your education needs are, what your income is, what you will do for fun, what your political views are, how you feel about yourself, and even how you raise your children!

In other words, **YOUR CAREER WILL DETERMINE YOUR FUTURE LIFESTYLE**--and whether you become a complete and fulfilled person.

How can you know what makes you happy and what you like? Let's look at some ways to find out.

IV. JOB CONSIDERATIONS

One way to get something concrete about what jobs are right for you is to analyze what you really want in a job.

Two basic approaches to determining what you want in a job are:

1. To analyze what things you think are important in a "good" job, and

2. To analyze our own personalities to determine what type of job best suits how we really are inside.

Following are two suggestions of how to begin this process of analyzing yourself.

What Makes a Job a GOOD Job?

Read the following 20 statements carefully. Number them in order of importance TO YOU, with number 1 being the most important and number 20 being the least important.

___a. How much time you have off for vacation.
___b. How many days of sick leave you are allowed.
___c. How many hours per week you will work?
___d. How much money you will make.
___e. How much others admire what you do.
___f. How long you have to stay in school to be qualified for the job.
___g. How long you will work before being promoted to a higher position.
___h. Where the location of the job is--what city.
___i. Whether you are given responsibilities and duties that are satisfying.
___j. Whether you get insurance with the job.
___k. Whether you work days or nights or "swing" shift.
___l. Whether the job involves inside or out of doors work.
___m. Whether you have special functions or obligations to work beyond regular working hours (i.e., functions to attend, etc.)
___n. Conditions of the worksite (hot or cold, clean or dirty).
___o. Why the position is available and not already filled.
___p. Whether you must buy your own tools, materials or have them furnished.
___q. How long the position will last.
___r. Whether there is a retirement plan.
___s. Whether travel away from the home office is required/offered.
___t. Whether most people of your gender do this type of work.

Once you have completed this outline, you can use it to ascertain what YOU consider as a "good" job. You can also use it to ask questions about various occupations to determine which ones match with YOUR concepts of what is important.

NOW, let's see what you can do to analyze what your personality is and what jobs will best fit WHO YOU ARE.

WHO AM I?

Each of us have personalities that are unique, that are a combination of characteristics. Certain personality traits make us more suited to one type of job than to another.

Think about the following personality traits. Put a check mark by those that you believe describe HOW YOU ARE.

___1. Determined*+ - You finish what you start even if it is difficult.
___2. Risk-taker* - You try new things before deciding whether you like it or not.
___3. Like a Challenge*+ - Things that seem like they may be hard to do make you more interested in trying to do them.
___4. Creative*+ - You like to make things interesting or different.
___5. Logical*+ - You like to use logic to figure out why things happen or how to do things.
___6. Objective* - You can do things without making it personal.
___7. Analytical*+ - You like to solve problems and try to understand why things are the way they are.
___8. Detailed*+ - You like to make sure things are completely done and done right.
___9. Independent*+ - You like to do things on your own, without help.
___10. Resourceful* - You like to make use of materials that you have; figure out how to get the job done.
___11. Like a Variety* - You like to do different things.
___12. People oriented* - You like to be with and around others.
___13. Work alone*+ - You prefer to work with data or things.
___14. Imaginative*+ - You prefer to create rather than be directed.
___15. Assertive *+ - You are willing to speak up for what you want and believe.
___16. Technical*+ - You like to work with machinery and equipment.
___17. Physical* - You like to do things which require body action and/or strength.

Which personality traits on the list did you check off? These personality traits are similar to those of people who work in technical fields and skilled trades. The traits marked with a * are traits often found in the skilled trades. The traits marked with a + are traits often found in high-tech fields. As you see, many traits are common to both fields.

Did you know that your career counselor can give you special tests or inventories which can help you know your personality type and your interests, current abilities, and aptitudes? These can help you to determine WHO you are, WHAT you can do best. They can also help you determine characteristics that you need to improve, the courses you may want to choose, and what to practice now while you begin to prepare for the RIGHT CAREER that best suits YOU. ASK YOUR COUNSELOR.

For example, on the list we just looked at, if you checked many of the personality traits listed, a career in trades or technology may suit you. If you checked only one or two, or none at all, don't rule out a trade or technology occupation. While the personality traits listed are the most common in these positions, still, people of all personality types are represented in these fields. Working in one of these fields might be more of a challenge for you. You might want to develop certain skills--for instance, take assertiveness training.

The bottom line is: **WHAT DO YOU HAVE TO LOSE BY EXPLORING ALL OF YOUR OPTIONS?**

Now that you have some idea of WHO you are and a vague idea of WHAT you expect from a job, let's look at OPENING ALL OPTIONS to your personal satisfaction in life through your career.

What careers are out there? What benefits do they offer? Should you pursue a nontraditional career? What IS a nontraditional career? Why should you consider all options?

NONTRADITIONAL CAREER

A career of an individual in which the vast majority of job holders are of the other sex. An occupation is considered nontraditional on the basis of the sex of the person holding it. When a job is dominated my more than 75% of one gender, then it is considered a traditional job for that sex.

Let's look at some examples of

NONTRADITIONAL CAREERS

MEN AND WOMEN IN NONTRADITIONAL OCCUPATIONS	
WOMEN	MEN
Construction	Homemakers
Mining	Cooks
Police work	Secretaries
Fire fighters	Flight Attendants
Printing	Childcare Workers
Ministers	Teachers
Newscasters	Waitpersons
Engineers	Apparel Sales
Physicians	Clothing Design
Politicians	Dental Assistants
Lobbyists	Nurses
Attorneys	Artists
Architects	Retail Sales
Computer Analysts	Models
Industrial Trades	Dancers
Surveyors	Clerical Positions
Biomedics	Florists
Service Trades	Bank Tellers

Now you understand what NONTRADITIONAL CAREERS are. Consider all of these possibilities when you are planning your future.

Remember, the way to PLAN the FUTURE that's JUST RIGHT

for

YOU

is to OPEN ALL OPTIONS!

Part of opening all options is to be aware of what the job market of the future is going to be like. Let's take a look at the facts.

***** THE JOB MARKET OF THE YEAR 2000 *****

FOUR OUT OF FIVE PERSONS ENTERING THE WORK FORCE WILL BE

WOMEN or ETHNIC MINORITY or IMMIGRANT

NEARLY HALF OF THEIR CO-WORKERS WILL BE NON-WHITE

ONE IN EVERY THREE AMERICANS WILL BE NON-WHITE

40% WILL HAVE COME FROM HOMES WITH DIVORCED PARENTS

25 - 30% WILL HAVE RECEIVED AID TO FAMILIES WITH DEPENDENT CHILDREN FOR SOME PERIOD WHILE THEY WERE GROWING UP

JOB SKILL WILL BECOME OBSOLETE AT A RAPIDLY INCREASING RATE

The BEST jobs will go to those who are WELL EDUCATED, and HIGHLY SKILLED. The poorly educated/marginally skilled will be limited to low paying jobs or be unemployed and unemployable.

PEOPLE WILL CHANGE JOBS 8 TO 10 TIMES IN THEIR WORK LIVES.

15% (almost 40 million) of Americans will have a language other than English as their first or home language.

The United States Bureau of the Census published the lifetime earnings for different levels of education:

Educational Level	LIFETIME EARNINGS	
	MEN	WOMEN
High School Dropout	$ 718,500.00	$ 215,700.00
High School Graduate	1,027,800.00	455,700.00
Four Years of College (Bachelor's Degree)	1,424,400.00	622,400.00
Five Years of College (Graduate studies/degree)	1,552,000.00	833,900.00

FIVE YEARS AGO: Median ANNUAL INCOME for FULL TIME Employees was:

ANGLO MEN	$27,468
BLACK MEN	$19,385
HISPANIC MEN	$17,826
ANGLO WOMEN	$17,772
BLACK WOMEN	$16,211
HISPANIC WOMEN	$14,893

BEAT THE STATISTICS! PLAN YOUR FUTURE!

KNOW WHO YOU ARE and WHAT YOU WANT TO DO!

SEEK THE KNOWLEDGE TO OPEN ALL OPTIONS

Current information lists six major categories of emerging and changing occupations that will become opportunities for the future-- for YOUR future. The six major categories are as follows:

CHANGING AND EMERGING OCCUPATIONS

1. INFORMATION TECHNOLOGIES	Telecommunications Specialist Network Systems Technician/Administrator Information Technology Support Specialist Database Specialist Hardware Maintenance Technician Network Cable Installer/Repairer
2. ENERGY AND ENVIRONMENT TECHNOLOGIES	Computer Control Technician Video Technician Specialist Asbestos Waste Management Specialist Environmental Laboratory Technician Waste Recycling Specialist Instrumentation Specialist Training Certification Specialist Alternate Fuels Specialist
3. MEDICAL/ HEALTH CARE TECHNOLOGIES	Telecommunications Specialist Bio-Medical Equipment Technician Facilities Maintenance Technician Diagnostic Imaging Specialist EEG Technician EKG Technician Registered Nurse Emergency Medical Technician Chemical Dependency Specialist Medical Laboratory Technician Medical Purchasing Specialist Medical Reimbursement Evaluation Specialist Medical Secretary
4. LASER/ OPTICS ELECTRO-TECHNOLOGY	Laser/Electro-Optics (LEO) Technical-General and Research and Development LEO Technician - Fiber Optics/ Telecommunications LEO Technician - Manufacturing LEO Technician - Medicine and Surgery Precision Optics Technician

5. MANUFACTURING, DESIGN AND ENGINEERING TECHNOLOGIES	Manufacturing Technician Robotics. Automated Systems Technician Artificial Intelligence Technician Artificial Vision Technician Computer Aided Design (CAD) Technician Computer Aided Manufacturing (CAM) Technician Computer Integrated Manufacturing (CIM) Technician
6. BIOTECHNOLOGY	Biotechnology Research Technician Production/Quality Control Technician

Continue to search for upcoming careers and opportunities. Your COUNSELOR at school can give you information on new fields. Take a few minutes each week and check the technical/science/economic monthly magazines in your library. ASK YOUR LIBRARIAN for help.

V. TRADITIONAL VERSUS NONTRADITIONAL CAREERS

In order to CONSIDER ALL OPTIONS you should check your attitudes toward Nontraditional Careers. Are you traditional or nontraditional in your personal attitudes about jobs?

Let's take a quiz. Mark "yes" or "no" to the following statements based on how you REALLY feel. Then, consider why you feel the way you do and why you think others would agree with you or feel differently.

Yes	No	1. Women should not work fulltime in jobs which are exposed to the weather.
Yes	No	2. Women who work outside of the home fulltime are unhappy.
Yes	No	3. Men would not like being a secretary.

Yes	No	4. Styling hair is not a good career for men.
Yes	No	5. Women could be excellent construction workers.
Yes	No	6. Women are not strong enough to be good mechanics.
Yes	No	7. Women work because they have to, not because they want to.
Yes	No	8. Because of the math required, a woman would not make a good stockbroker or engineer.
Yes	No	9. Women who work cannot be really good mothers.
Yes	No	10. Men do not have the personality to be a child care worker or nursery school teacher.
Yes	No	11. Most boys cannot learn to be a good typist.
Yes	No	12. Women should be encouraged to learn about home repairs.
Yes	No	13. Men should be encouraged to learn to cook.
Yes	No	14. Women should take courses in electronics.
Yes	No	15. Men should consider nursing careers.
Yes	No	16. Men prefer work which is dirty and requires strength.
Yes	No	17. Women should go to college only to find a husband.
Yes	No	18. Men who choose to stay home with the children are avoiding their responsibilities.
Yes	No	19. Women who choose engineering careers are not very feminine.
Yes	No	20. Men make better bosses than women.
Yes	No	21. Men who choose to take sewing classes are not preparing for a career.

Yes	No	22. Women should be trained to financially care for themselves.
Yes	No	23. Dancing is not a good career choice for men.
Yes	No	24. Women can make effective business leaders.
Yes	No	25. Men should make more money than women in the work force.
Yes	No	26. Women would not want to marry a man who worked as a dress-maker.
Yes	No	27. Men would not want to marry a woman astronaut.
Yes	No	28. Men would not date a woman who worked in construction or as a mechanic.
Yes	No	29. Men do not need to be off work when a new baby is born in the family.
Yes	No	30. Good women athletes look like men.
Yes	No	31. Very few women should try to be police.
Yes	No	32. Modeling is a better job for women than for men.
Yes	No	33. Women are becoming too independent today.
Yes	No	34. High school girls should be encouraged to take air conditioning repair and auto repair.
Yes	No	35. All boys should be encouraged to choose a professional career and to get a college degree.
Yes	No	36. Girls can go to college if they want to, but it is not as important for them as it is for boys.
Yes	No	37. I would rather go to a male dentist than a woman dentist.

Consider your answers to these questions and then talk about them with a parent. Discuss WHY you chose your answers the way you did. Then, discuss your answers with a friend and see how they would answer the same questions. Do they agree or disagree with you? Why or why not? Are you TRADITIONAL or NONTRADITIONAL in your attitude about jobs and careers?

VI. YOUR GOALS? YOUR FUTURE?

What CHOICES should you make NOW to help you reach the best goals, the best future to insure your personal satisfaction and happiness?

WHERE SHOULD YOU BEGIN?

FIRST, check to see what's available at your school.

CHECK THEM OUT!

Industrial Technology Education
- Drafters
- Computer Programmers, Aides

Vocational Home Economics Education
- Advanced Child Care Workers
- Interior Designers

Trade and Industrial Education
- Media Technology
- Mechanics/Installers

Agricultural Science and Technology
- Animal Science
- Floral Design

Agribusiness
- Meat Processors
- Horticulture

Marketing Education
- Retail Merchandisers
- Entrepreneurs

Office Education
- Personnel Specialists
- Legal Secretary

Health Occupations
- Health Care Science
- Nursing Assistant

Magnet School Programs
- Criminal Justice
- Aircraft Mechanics

Experimental Courses
- Hospitality Careers
- Law-Technical Writing

Career Investigation
- Discover Them All
- Remember, ALL academic subjects prepare you for your FUTURE career and personal home management.

SECOND, don't eliminate options too early. Math and Science courses are NOT as difficult as you may think. Lots of people hate math and are afraid to try it. Sometimes people hate math and science because they think they are supposed to hate them. This is especially true for girls, who have been told that math and science are subjects for boys. The truth is: **MATH and SCIENCE ARE FOR EVERYONE!**

If you have "math anxiety", you may feel "blocked" or numb when you see an equation. Because of this, you might not even consider certain careers that you think require lots of math. This to too bad, because you might be excellent at some math-related careers even if you hate math!

One way to start is to take a very basic, low-level math course. Succeeding at a first step like this will build up your confidence. Technical colleges and high schools often offer adult education at beginning levels if your school does not offer a basic course in the regular school year.

Go to the library and get the book entitled ***Overcoming Math Anxiety,*** by Sheila Tobias (Boston: Houghton-Mifflin, 1980). It will help you realize that you CAN do math if you want to.

Computer work such as programming requires a certain kind of thinking process that often is associated with math. But what a programmer or systems analyst needs is the ability to solve problems and to think logically. You do not need to memorize mathematical formulas! So, even if you hate math, check out high-tech careers. Some high-tech careers include:

- **Computer Service Technician** - repairs and maintains computers
- **Programmer** - creates software that runs on the computer (like word processing programs, computer games, spreadsheet programs)
- **Systems Analyst** - helps office set up a system that will be of the most use to them; adapts current equipment; recommends new equipment or new uses for equipment.
- **Technical Writer** - writes user manuals that explain how to use software package or computer system.
- **Sales person** - sells any or all of these products: the computers themselves (mainframes, mini- and microcomputers); software (business programs video games, educational software); supplies (disks, paper, ribbons, form sheets); and lots more.
- **Trainer** - teaches people how to use the equipment and software...

Plus many, many more!

Remember that the WAY TO WIN is allow yourself to

OPEN ALL OPTIONS

What about AFTER high school? What opportunities are available?

Check out:

- ** COMMUNITY COLLEGES
- ** TECHNICAL SCHOOLS
- ** UNIVERSITIES
- ** APPRENTICESHIPS (ON JOB TRAINING)

ASK you counselor, teachers, and your parents to help you get information on all of these opportunities to continue gathering the knowledge that will allow you to make the BEST CHOICES for YOU.

One of the best Texas sources for career and college information is the

TEXAS STATE OCCUPATIONAL

INFORMATION COORDINATING COMMITTEE.

This committee provides FREE INFORMATION on up to three careers or colleges. Simply call their 1-800 number and within 20 days you will receive information in the mail. Ask about information on Jewelers, Engineers, Foresters, Astronomers, Geologists, Barbers, Make-Up Artists, Biologists, Chefs, Zoologists, Computer Operators, Dentists, Welders, Drafters, Economists, Financial Analysts, Mechanics, Neurologists, Park Rangers, Historians, Receptionists, Gamekeepers, Reporters, Singers, Models, Teachers, Umpires, Accountants, Veterinarians, Lobbyists, Writers, Interpreters, Lawyers, Waiters, Interior Designers, Commercial Pilots, Cosmetologists, Photographers, Police Officers, Chiropractors ... or any other of some 1000 careers.

Simply call the telephone number:

1-800- 822-PLAN

Texas State Occupational Information Coordinating Committee
TEC Building, Room 526T - 15th and Congress
Austin, Texas 78778

*Se Habla Espanol

Now that you've looked at ALL THE OPTIONS --

TAKE CONTROL! MAKE CHOICES!

You're headed into a future that is BRIGHT and RIGHT for YOU

Not one that's PINK or BLUE!

The rest of this book offers some brief activities to help you get started and some additional information on career choices.

GOOD LUCK!

Equity and Guidance Series

The following are short descriptions of ten new publications produced to promote opening all options for youth during their career decision-making and life-planning activities. The series attempts to provide a consistent and straight-forward message and helpful activities for all involved in the process.

Order # & Price	Title	Description
D101 $10.00	Equity, Bias, & Stereo-typing Reduction-A Literature Review (70 pages)	This review represents staff reviewing over 1,200 research, effective practice, publications, curriculum, staff training efforts, etc. and selecting over 400 abstracts around 12 different categories under one cover.
D102 $12.00	Funding Resource Directory-Foundations, Corporations, and Organizations (100 pages) (National and Texas)	This new directory is one of the most compact, targeted, and the most affordable document available nationally. Staff searched numerous very expensive existing resource guides, and have now indexed and described the best groups for funding.
D103 $7.00	Equity Resource Materials Guide	Staff reviewed over 900 national curriculum, guidance, software, VCR and other visuals and documents that are current, available, and affordable. The 500 product descriptors are again organized by student age and priority equity issues.
E201 $3.00 single	Mentors Guide to Improved Equity in Student Decision Making	A targeted set of suggested methods for adult mentors to better assure that they keep all options open to students during advisement (30 pages)
E202 $3.00 single	Counselors and Bias-Free Career Planning Program	A guide for counselors that suggest a variety of methods to use with students, parents, and staff to assure all career planning advice is bias free (30 pages)

Order # & Price	Title	Description
E203 $3.00 single	Teachers Guide to Student Bias-Free Career Planning	A source book of suggested methods and resources for assuring that classroom career planning activities and advice open and not close options for students (30 pages)
E204 $3.00 single	Administrators Guide to Bias-Free Classrooms	A desk-top guide for school administrators to help guide and monitor guidance and instruction towards a biased-free environment (40 pages)
E205 $3.00 single	Parents Guide to Bias-Free Career Planning	An overview of barriers that could exist, the possible effects on students career planning, and offers timely ideas on how to model and advise their children at home (30 pages)
E206 $3.00 single	Student Guide to Bias-Free Career Planning	A direct advice-giving pocket guide for students to pre-pare them for possible bias in their surroundings and within their thinking and suggest ways of keeping their options open (30 pages)
E207 $9.00 single	Equity Evaluation--A Methods Guidebook	A handbook for local school staff to better understand the law and to help define and measure those planned student and staff activities and report resulting effects (110 pages)

NOTE: $60.00 for a set of 25 booklets (E201-206)

Order these equity materials by writing CETE Publications, 1900 Kenny Road, Columbus, OH 43210; by calling (800) 848-4815; or by faxing (614) 292-1260. Add 10% for shipping and handling, $3.00 minimum.

Career, Education, & Training Associates, Inc.
1236 Langston Drive • Columbus, Ohio 43220

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